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ABSTRACT

Part of the National Women's History Project funded to promote the study of women in history, this unit will help third grade students learn about women's contributions to U.S. society. Equity cannot be achieved until equality is expected and until the contributions of all women are understood and accepted as a simple matter of fact. The unit contains six lessons based on biographies of women, past and present. They were chosen to represent the many ways women work as members and leaders of their communities. The women are Abigail Adams, Sarah Winnemucca, March Fong Eu, Shirley Chisholm, and Carmen Delgado Votaw, representing major ethnic groups, and Helen Keller, representing disabled Americans. Lessons also help students explore the concept of leadership. Each unit begins with a biography that the teacher is to read to students. Discussion questions, suggestions for class activities, and a student worksheet follow each biography. Students participate in class discussions, write short stories, conduct research, listen to guest speakers, and create advertisements. A bibliography of additional resources on each woman concludes the unit. (RM)

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WOMEN AS
MEMBERS OF COMMUNITIES

Third Grade Social Studies

ABIGAIL ADAMS

SARAH WINNEMUCCA

HELEN KELLER

SHIRLEY CHISHOLM

MARCH FONG EU

CARMEN DELGADO VOTAW

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PREFACE

The National Women's History Project (NWHP) was funded under the Women's Educational Equity Act to produce this unit. The NWHP promotes the study of women in history on the premise that equity cannot be achieved until equality is expected, and until the contributions of all women are understood and accepted as a simple matter of obvious fact.

This unit represents the work of many women throughout the country who served as researchers, writers, readers, critics, and educators. The biographies were originally researched and written by women from a variety of states whose names appear on the appropriate stories.

We are particularly indebted to Claudia McKnight who worked with us throughout the development and completion of this unit.

The biographies were reviewed by race and equity specialists: Dr. Beryl Banfield, Kathleen Smith, Cora Watkins, and Dr. Leslie Wolfe. We appreciate their thoughtful suggestions.

A special thanks to the following educators and historians who also served as readers: Carol Burgoa, Louise Cooley, Elaine Covell, Marcia Pratt, Lori Rodrigues, Kathleen Smith, Barbara Tomin, and Kathie White. Ardella Tibby of the NWHP staff served ably and amicably as a critic and proofreader.

Field tests were conducted by the following classroom teachers: Paulie Clark, Velma DiMeola, Kathy Doran, L. Fraley, Loretta Garcia-Roberts, Kathleen Higgins, Bruce Luchessa, Claudia McKnight, Lesley Pillsbury McMenomey, Marilyn Strom, Gracye L. Stuckey, and Kalen Wood.

The wonderful coloring pages were drawn by Marybeth Crawford, who is also responsible for the overall design of the unit.

The typesetting was done by Valerie Adams and Karen Axt of Full Spectrum. Bonnie Eisenberg did the layout.

We welcome your comments, criticisms or suggestions about this multi-cultural unit.

Maria Cuevas **Molly Murphy MacGregor**

Bette Morgan **Mary Ruthsdotter**

Co-Directors

INTRODUCTION

The study of women's history offers teachers an opportunity to begin exploring with their students the too often ignored, multi-cultural stories of women's contributions to U.S. society. An expanded view of history, one which lauds our women heroes as well as our men, provides female students the opportunities to find themselves in the continuum of history. It encourages them to envision what they might become by learning of what other women have been. Simultaneously, male students gain an appreciation for the real lives and work of women, past and present.

While women have long constituted over 50% of America's population, the standard social studies texts fail to reflect this reality. These texts continue to view women from an incomplete perspective, as passive, non-participants in the nation's events.

This unit, based on the biographies of women from the past and present, was developed to facilitate the process of integrating women's history into the classroom curriculum. The use of biography as history provides historical information and role models for the young student in a comprehensible form. The personal history booklets which conclude this unit serve as a step on the way to students' understanding that they, too, will have a role in history. In essence, it is people just like themselves who make our shared history.

OUR HEROINES broaden the base of our becoming, spark our imaginations and encourage our commitment to do more than the expected, to be all that we can dream. We need to celebrate those whose names we have known since childhood. We need to discover those who have been hidden from history and those whose good work is now in progress. For our heroines inspire us to continue growing, not in size but in stature, not in one direction but in many dimensions.

Andrea Fleck Clardy
Heroines
Crossing Press

TEACHER'S INSTRUCTIONS

This women's history unit contains six lesson sets based on biographies of women, past and present. They were chosen to represent the many ways women work as members of, and leaders for, their communities. The women, Abigail Adams, Sarah Winnemucca, March Fong Eu, Shirley Chisholm and Carmen Delgado Votaw, each represent one of the five major ethnic groups, while Helen Keller represents disabled Americans. Additionally, overview lessons are included to help students explore the concept of leadership.

It is important for all children to develop a sense of community and leadership. Throughout their lives they will be involved with many and varied kinds of leaders. Similarly, it is vital that they understand the diversity of people and the multiplicity of ideas and problem-solving approaches possible in the world.

The success of the democratic voting process depends on future voters learning to distinguish the type of leadership they prefer. In a cross-national study of youth from nine western democratic countries, students from the United States were found to be less supportive of women as political leaders than were students from other nations. These biographies will help expand the younger students' images of leaders to include women as well as men.

The variety of activities offered with each biography will provide you with enough choices to stimulate the majority of your students. Activities for higher thinking skills such as observing, communicating both orally and in writing, comparing and reporting have been incorporated into the unit.

SEQUENCE OF ACTIVITIES

INTRODUCTORY LESSON (See lesson plan on page 8)

ATTITUDE SURVEY This is a paper and pencil exercise to assess the students' attitudes about leadership and who can be a leader.

OVERVIEW ACTIVITIES These introduce the main theme of the unit.

BIOGRAPHY

Read the biography to yourself. Do you have any supplemental material that would add to your class' enjoyment of any of the stories (e.g. films, filmstrips, slides, prints, records)? The bibliography included with this unit (page 51) will help. We suggest that you color a copy of the appropriate coloring page to give the students a visual image of the woman being discussed in the biography. Read the biography to the class or distribute it as an independent reading assignment.

BIOGRAPHY ACTIVITIES

LISTENING QUESTIONS Use these to have the students recall specific details from the story as a writing or discussion activity.

SUGGESTED ACTIVITIES These include small and large group discussions, class projects and individual activities.

STUDENT WORKSHEETS These worksheets reinforce either the key words or the key concepts in each story. They are to be duplicated for each student's use.

COLORING SHEET Distribute copies after the student worksheets are completed. Collect when complete and compile into booklets to be sent home with the student at the completion of the unit. The miniatures page can be duplicated and colored for the cover of the booklet.

CULMINATING LESSON (See lesson plan on page 46)

UNIT TEST This activity provides a simple evaluation of the key concepts presented in the unit.

PERSONAL HISTORY BOOKLET This booklet reinforces the connections between the students' own lives and the lives of the women they have just studied.

BIBLIOGRAPHY

A bibliography of recommended resources is located at the end of this unit. It includes books on the women who have been presented as well as a list of general resources to help you write women back into history throughout the school year.

INTRODUCTORY LESSON

ATTITUDE SURVEY

1. Distribute copies of the attitude survey.
2. Assure the students that this survey is not going to be graded. It is only to stimulate their thinking.

OVERVIEW ACTIVITIES

1. Engage the class in an open-ended discussion of "leadership" and all that the term encompasses. What are the common traits that "leaders" have? Just what makes one person follow someone else's lead? Who are the leaders in this classroom? School? Community? State? Nation? What are a leader's responsibilities to the people who follow?
2. Ask the class in what way each of them is a leader. What particular skill or attribute does each possess that makes them a potential leader? The objective of this overview activity is to show students that leadership is not necessarily a result of competition. Leadership can mean helping or sharing knowledge. Everyone possesses some capability for helping others and demonstrating leadership.

Name _____

Answer the following questions by writing **yes** or **no.**

1. Anyone can be a leader. _____
2. Different kinds of groups need different kinds of leaders. _____
3. Many women have worked to make laws more fair for everyone.

_____

4. Leaders need help in making decisions. _____
5. Sometimes 3rd graders are group leaders. _____

Finish this sentence with your own ideas.

I like leaders who are _____

_____

_____

Name two things you think would happen if a woman were President of the United States.

1. _____

_____

2. _____

_____

ABIGAIL ADAMS

(Nov. 11, 1744 - Oct. 28, 1818)

by Jean M. Molinari

When Abigail was growing up in the Massachusetts Bay Colony, she seemed to have three families. What do you think that would be like? Because of her health, Abigail was sometimes sent to live at her Grandmother Quincy's house. Other times she lived in the city with her Aunt Smith. Between her long visits to their houses she lived with her parents in the country eight miles away. How would you feel moving around this much? Abigail enjoyed it very much. She felt like a welcome guest in all three houses.

You may find this hard to believe, but girls couldn't go to school when Abigail was growing up. Luckily, her father had a large library of books. She was taught to read by her relatives. Her grandparents were very interested in politics and encouraged her to read, discuss and think about life in the colonies, freedom, people's rights and government. This was how she found out that women did not have any legal rights under British Colonial Laws. Abigail did not think this was fair, but what could she do about it?

When she was 19 years old, she married John Adams, he was a lawyer who wanted to change unjust British laws. It was because of these unjust laws that John became involved in starting a new government for the colonies. His work kept him away from the family home. This was difficult for Abigail. She was glad that John was working on the laws for their new country. She was eager to help him with her ideas about the new government.

Working on the new government in Philadelphia did not pay John any money. It was up to Abigail to take care of all their family business matters. Abigail ran their small farm in Braintree. She provided the food, clothes, and other supplies for the family.

In order to have a new government the Colonies had to become independent from the British. This is what led to the Revolutionary War. Sometimes the war was fought very close to the Adams farm.

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Abigail was afraid that the children might get hurt. She thought that they might have to hide in the woods so the British army would not find them.

Abigail was a very brave woman. One time the British soldiers were very close to her house. Lots of her neighbors had left their farms because they were afraid that the British soldiers and the American soldiers would fight right on their land. People told Abigail to take her children and leave, too. She and the children stayed. When the American soldiers went by the farm, Abigail gave them food and water. She also gave the soldiers her dishes made of pewter metal. Even though she liked her dishes very much, she and the soldiers melted them and used the soft metal to make bullets. Instead of running away, she stayed to help, and she helped in many ways.

Abigail was responsible for her family's home and money for a long time. One way she earned money was by having John send her things from Europe when he was there working. Abigail made a list of things that were hard to buy in the Colonies, like straight pins. John would send these things to Abigail. She would sell them to her neighbors.

Under Abigail's care the farm grew bigger and bigger as she saved money and bought more land. She taught their five children to read, write, and do arithmetic. When they grew older the boys went to school, but there were still no schools for girls. Luckily, they could learn at home from their mother and the family books, just as Abigail had done.

The education of women was very important to Abigail. She wanted women to be equal with men. She wrote John many letters when he was working on the new government. She asked that the new laws take care of men and women equally. She wanted the new government to listen to what the women had to say.

Abigail taught her children that slavery was wrong. "No one should buy, sell or own another person," she said. When the laws of the new government were written, they allowed people to own slaves. Abigail knew that this was wrong.

To protest the new laws, she wrote many letters. She wrote to friends, family members, and statesmen. In fact, she wrote over 2,000 letters during her life!

Abigail Adams and her family were important people in the beginning years of the United States. Her husband, John, was the second President of the United States. Her son, John Quincy Adams, became the sixth President of the United States. Her husband and her son both learned from Abigail's leadership and often asked for her help.

Abigail did not give up! She was a leader. She was one of the first people in this country to talk and write about equality for women and freedom for slaves.

ABIGAIL ADAMS

Abigail Adams (November 11, 1744 - October 28, 1818), one of the earliest feminist spokespersons in this country. She spoke out for women's rights even before the Constitution was written.

LISTENING QUESTIONS

1. How many families did Abigail live with when she was growing up?
2. Why didn't Abigail go to school?
3. What did Abigail and the American soldiers do with her pewter dishes?
4. What did Abigail do when she thought something was not fair?

SUGGESTED ACTIVITIES

Discussion

1. Abigail Adams wanted women to have a voice in the new United States government after the Revolutionary War. She believed that women should have full rights to own property and to vote. Did women have these rights after the Revolutionary War? What are some of the rights women are working for today? Who are some of the leaders of today's women's movement?

Activities

1. Have the whole class imagine that they are girls growing up during the time of Abigail Adams. Remind them that books are scarce and there are no public libraries. How will they learn how to read and write? Have each of the students write and then give a short speech in class telling why they think there should be schools for both girls and boys. In their speeches, they should include why being able to attend school is important to them.

2. To encourage your students to learn more about government and how it works, discuss the school's system of authority. Have the class write and send a letter to the student council asking a representative to come to class to answer students' questions: What does the student council do? Who are the members? How does someone become a member? Have the class write a similar letter to the school's Board of Education. Discuss in advance what questions the visitor will be asked. Have each student write down three questions to ask. Have the student write down the answers, when they learn them, too.

3. After reading the story of Abigail Adams, have each student write a letter of advice to someone who decides on new laws: the city mayor, the state governor, or the President of the United States. The letters should offer advice about something the student feels is important.

4. Abigail Adams ran the farm business that supported her family. She conducted business in many different ways to raise money. What types of work do your students' mothers do outside or inside of their homes to help support the family? Have each student write a short story about her/his mother and the various kinds of work she does.

Name _____

KEY WORDS

Fill in the blanks with the words that best complete the sentences. Choose from the following words:

business **rights** **laws** **colony** **ideas**

1. Abigail found out that women did not have any _____ .
2. One _____ Abigail had was selling things to other people.
3. She told John her _____ about equality.
4. The United States was a _____ of the British.
5. Abigail Adams wanted the new _____ to include women's rights.

TRUE OR FALSE?

Write **T** if the statement is **true.** Write **F** if the statement is **false.**

_____ 1. Abigail sold her dishes to the soldiers so they could make bullets.

_____ 2. Abigail Adams was the wife of the second President of the United States.

_____ 3. She wrote over 2,000 important letters.

_____ 4. Abigail believed in freedom for all people.

_____ 5. She supported her farm and her family by her very hard work.

WRITE ON

On another sheet of paper, write a letter to Abigail Adams telling her what it is like to be a child living today. Think about what she would like to know.

Name _____

Abigail Adams

1744 · 1818

—a supporter of women's rights when the United States Constitution was being written —

SARAH WINEMUCCA

(c. 1844 - Oct. 16, 1891)

by Elizabeth L. Hall

Just suppose that when you grew up you became the leader of a group. Not only that, but imagine that your group was being mistreated. How would you help? What kind of a leader would you be? Listen to this story of Sarah Winnemucca, and find out what kind of leader she was and what she did for her people.

Sarah was born in the high Nevada desert in about 1844. She was the granddaughter of the Paiute Chief Truckee. Her Paiute name meant Shell Flower. She was named for the shells that were found by Lake Humboldt in Nevada and the soft pink flowers that bloomed in the Spring.

Because Sarah was a Paiute she did not live in just one place. She and her people travelled to different places at different times of the year. Following the seasons, they were able to find food. Sometimes the Paiutes lived by the lake where there were fish and lots of plants that they could eat. Sometimes they lived in the mountains where they picked many extra pine nuts to store for use in the winter. Everyone worked. Older people, helped by the children, gathered seeds, nuts and firewood. Women made baskets and clothing while men hunted and fished. They were peace loving people who shared with other Indians. They did not have war chiefs or warriors.

The Paiutes had lived on their land for a very long time. Some people say that they had lived there for 10,000 years! When new people started travelling to Nevada for silver and to California for gold, though, their lives changed.

Sarah's grandfather was a guide for the new settlers. He used to help people in wagon trains find their way over the mountains. He often told her stories about these people and their wagons. He wanted Sarah to learn more about these white people who were moving through their Paiute lands.

Sarah was afraid of the white people that went across their land.

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Her grandfather told her that they would not hurt her or the other Paiutes, but they looked very strange to her.

When Sarah was only six years old, she travelled with her grandfather, mother, brother and sisters to California. She had to ride on a horse with her older brother, because she was too young to ride by herself. It was a long, hard trip. She would hide under a blanket behind her brother whenever they saw any white people. On that trip she had a very bad case of poison oak. Her eyes were swollen shut and she could not see. The person who helped her get better was a white woman. After that Sarah was not so afraid of white people.

When Sarah was a teenager, her grandfather sent her to a convent school in San Jose, California. When Sarah had only been there for three weeks, she had to leave. The other parents did not want their children going to school with an Indian. Can you imagine that? Sarah decided that she could teach herself and that's just what she did. She also learned to speak English and Spanish, as well as her native language.

As more and more people travelled to Nevada and California, everything changed for Sarah and the Paiutes. The new people went right through the Paiute's best land for feeding their horses. Their wagon trains had so many horses and cows that they began to use up all of the water. They also brought flies with them that caused disease. Food and water became harder and harder to find. The Paiutes were forced to search further and further for the food and water they needed.

Next, the area where they lived was made into a territory of the United States. The U.S. Army rounded up the Paiute people and sent them to live on a reservation. On this reservation they had to do what the government's agents told them to do. They were not allowed to hunt. They were not allowed to fish. They got very hungry. They could not even leave the reservation. They were very unhappy. The Paiutes wanted their own land back.

Sarah's grandfather died. The Paiutes needed a leader. Sarah had the willingness, the understanding and the courage to lead her people.

Sarah believed that she could help. She developed a plan for getting their land back. They would do what the white people did. They would go to a law court and argue for justice. Sarah began to travel to the big cities in the East. She spoke to people there to get help for the Paiutes.

In 1882 Sarah travelled far away to Boston, New York, Philadelphia and Washington, D.C. She talked to lots of people about the unfair way the Paiutes were being treated. She told them just what was happening to her people. She was a good speaker. Many were interested in what she said and believed her. Newspapers printed stories about her. More people learned about her and the Paiutes by reading newspapers. She was invited to the White House to meet President Hayes. She spoke before members of the United States Congress. She became famous for her work.

After Congress heard Sarah speak, they passed a special law. That law said that the Paiutes should be allowed to leave the reservation. It said that they should be able to live freely on their own land. Her people were very happy and made her their Chief.

But Congress and President Hayes did not make sure that the law was followed. The Paiutes were not freed from the reservation. They were not given back their land. Even though Sarah had won in the law court, nothing had changed. Imagine how disappointing this must have been!

Sarah Winnemucca died in 1891, but her fighting spirit did not die. The Paiutes continued to fight for their land in the law courts. They believed in Sarah's plan. After almost 50 years some of their own land was returned to them. This land was a lot less than had been taken from them, but it was still their own.

Today Sarah's people live around Lake Humboldt in Nevada. Their lives are still not easy. But the Paiutes now have their own land. They have their pride as a people. They owe much of this to Sarah Winnemucca, who dedicated her entire life to helping her people. She inspired the Paiutes to keep trying. She left them her plan for legal action that is still being used by the Paiutes and other Indian tribes today.

SARAH WINNEMUCCA

Sarah Winnemucca (c. 1844 - October 16, 1891), member of the Paiute Nation. She became a leader for her people and all Indian nations when she chose to fight unjust laws in the courts.

LISTENING QUESTIONS

1. Why did the white settlers come to the Paiute lands?
2. Who made Sarah leave the convent school? Why?
3. How did Sarah become the leader of her people?

SUGGESTED ACTIVITIES

Discussion:

1. The new United States government made life difficult for the Paiutes. What did they forbid the Paiutes to do? Do you think this was fair? What did Sarah Winnemucca think about this situation? What was her plan? What did she do in order to change things for her people? What happened as a result of her work?

2. Is something happening in your school or neighborhood that does not seem fair to you? What plan can you think of that would make this situation more fair? What could you try to do about it right now?

Activities

1. Have each student conduct some research. What is the name of the group of people native to the area of this school? What kinds of foods did they eat? Why? What were their clothes and shoes like? How did they spend their days? When did European settlers begin to arrive here? How did this change the lives of the native people? Where do they live now? Have students bring a report to class about what they learned, and where they found their answers.

2. As a group, make a chart comparing the diet of your class with the diet of the native people of your area.

	Our diet	**The diet of the _____**
Who		
What (types of food)		
Where (are they found)		
When (what season)		
Why (limited to food in area)		
How is the food obtained		
Chart can include pictures or samples		

Name _____

ALPHABETICAL ORDER

Write each group of words in alphabetical order.

territory	_____	died	_____
reservation	_____	inspired	_____
forced	_____	dedicated	_____
legal	_____	woman	_____
interested	_____	leader	_____
Paiute	_____	smart	_____

WRITE ON

Use one word from each group in a sentence of your own.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Name _____

Sarah Winnemucca

1844 - 1891

—a Paiute leader in the last part of the 19th century —

HELEN KELLER

(June 27, 1880 - June 11, 1968)

by Cindy L. Wall

Can you imagine what it would be like if you couldn't see or hear anything at all? Absolutely nothing? Helen Keller was a healthy baby, but when she was almost two years old she got very sick. After this sickness she was deaf and blind. She grew like any other healthy child, but she lived in a world with no sights or sounds.

When she was six years old her parents took her to a famous eye doctor. He examined Helen and told her parents that she would always be deaf and blind. They talked to many other doctors trying to find someone who could help Helen. Finally, a doctor suggested that Anne Sullivan might help her. Anne turned out to be the very person Helen needed.

Anne was partially blind and had studied at a special school for six years. She knew how to use sign language for the deaf and would use it to teach Helen.

Six year old Helen did not know right from wrong. She could not hear praise when she did something right, nor scolding when she did something wrong. Her family had never disciplined Helen. They had felt sorry for her because of her disabilities.

Helen did not understand joy, happiness and love. She did not understand what it was to laugh and play. She was angry most of the time. Anne had to help Helen learn how to behave. She needed to teach her how to get along with other people so she could enjoy life. How was Anne to do all this?

Anne began by trying to teach Helen that the things she wanted had names. In this way she would be able to ask for what she wanted, like a glass of water. Just imagine not even being able to ask for a glass of water! When Helen would touch something, Anne would use the sign language alphabet to spell the word into Helen's hand for her to feel. Helen's hands would copy Anne's finger motions, but Helen still did not know that the finger motions meant a word or a name. She did not know that things had names.

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One night, something wonderful happened! Anne and Helen ate dinner with the family to show off how well Helen was learning her table manners. During the meal, though, Helen seemed to forget all she had learned. When Anne was trying to make her sit in her chair, Helen knocked over the water pitcher. Anne took Helen outside to fill the pitcher with water from the well.

As the water poured out from the pump, Anne kept spelling w-a-t-e-r into Helen's open hand. Suddenly a new look came over Helen's angry face. She understood what was going on! This thing had a name! Helen ran around excitedly, touching everything. She held out her hand to Anne to ask what other things were called. On that day, Helen started learning the names of things in the world.

Helen Keller grew up to be a remarkable woman. With her teacher's love and help, she accomplished many great things. Helen learned to read braille. She learned how to write. She learned how to speak clearly, which was very hard for her to do because she could not hear her own voice. She began to live an exciting life.

In her adult years, Helen earned her living by speaking in public. She talked to people all over the world. She told them about herself and how she had learned to do many things and how other people could learn just as she had. She wrote many books, many newspaper articles and much poetry. She joined the American Federation for the Blind and worked very hard for this organization. She visited many schools for the deaf and blind. She also went to homes for the physically disabled, giving them hope and encouragement for their futures.

Helen Keller's whole life was devoted to helping others and working with people who had disabilities, especially those like her own. She never stopped speaking and helping others. She had really learned how to enjoy life. She once said, "I cannot stop to grow old while there is so much work to do and so many children to help."

What do you think is the most remarkable thing about Helen Keller?

HELEN KELLER

Helen Keller (June 27, 1880 - June 11, 1968), leader for disabled peoples' rights. She spoke out and informed many about her life and the lives of other disabled people.

LISTENING QUESTIONS

1. How did Helen Keller become deaf and blind?
2. Who was the most important person in Helen's life?
3. What was the first word that she understood?
4. How did Helen earn a living as an adult?

SUGGESTED ACTIVITIES

Discussion

1. Have the students consider what they feel they would miss the most if they were to suddenly lose their eyesight. Have them also consider the same question in regard to a possible loss of hearing.

2. What does the word "disabled" mean? How does someone become disabled? Do you know anyone with a disability? What do they have to do differently than you?

Activities

1. Divide the class into teams of two and have them do an exercise in which one member of the team is deaf and blind (use ear plugs and blindfolds) and the other member serves as a guide. Provide different substances and objects to be felt and identified. Allow time for each team member to take a turn. Afterwards have them discuss their feelings and experiences. Complete the activity by having each student write about their own feelings of what it was like to be deaf and blind for even a short time.

2. Have the class begin learning the sign language alphabet (see page 27). Have them start by signing w-a-t-e-r.

3. Contact your local school district's special education department or the center for disabled in your community and request a speaker for the class. Ask for someone, preferably a woman, who will share her/his story with the children and allow the children to ask questions in return.

4. What services and organizations exist in your community for visually or hearing impaired people? Have your students investigate this question, writing to learn more about the local groups/services and reporting their findings to the class. Some possibilities are:

<u>for the blind</u>
Books for the Blind
Guide dogs
Braille Institute
Friends of the Blind
Dept. of Rehabilitation
Centers for Independent Living
Lions Club
Brailled or taped books

<u>for the deaf</u>
Canine Companions
T.D.D. (Telecommunications Device for the Deaf)
Dept. of Rehabilitation
Centers for Independent Living
Special crosswalk signals, telephone services

Name _____

KEY WORDS

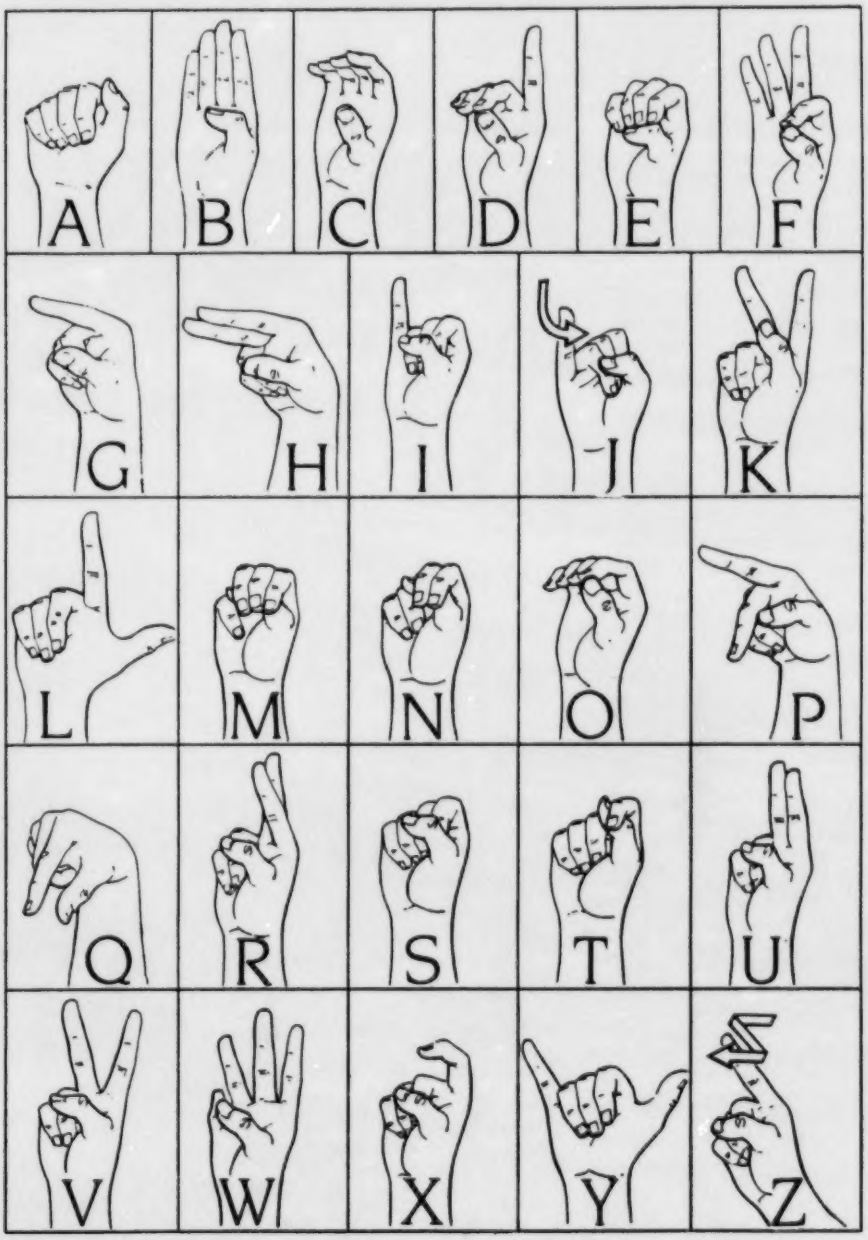
deaf **blind** **examined** **partial** **objects** **braille**
disabled **sign** **language**

WORD SEARCH

Use the list of key words to complete each of the following sentences. Fill in the correct word on each line, then find and circle the word in the puzzle. Be careful! The words go both across and down.

1. Helen Keller was _____ and _____ .
2. She never felt that she was _____ .
3. _____ _____ is used by the deaf to communicate with other people.
4. Blind people can read by using _____ .
5. Anne Sullivan had _____ sight.
6. After the doctor _____ Helen, he told her parents that she would never see.
7. How can you tell what _____ are if you are blind?

K	S	I	G	N	L	K	T	L	J	Z
E	F	D	I	S	A	B	L	E	D	W
B	L	I	N	D	N	R	S	N	E	T
H	J	L	M	N	G	A	R	B	A	C
T	S	R	Q	P	U	I	T	D	F	A
P	A	R	T	I	A	L	P	F	R	F
V	W	B	J	K	G	L	D	G	P	R
X	Z	D	H	L	E	E	C	M	I	K
Y	C	F	E	X	A	M	I	N	E	D
O	B	J	E	C	T	S	F	K	S	T



Manual Alphabet

AMERICAN SIGN LANGUAGE

Name _____

Helen Keller

1880 - 1968

—a very popular public speaker for all physically disabled people —

SHIRLEY CHISHOLM

(November 30, 1924 -)

by Dorothy L. Bristol

Have you ever been told to stop fighting? This is the story of a little girl who grew up to be a fighter. She didn't fight by hitting people. She fought by helping them. This little girl was poor. She was Black and very small in size. She had trouble speaking. When this litle girl grew up, she worked very hard to help people live better. For this reason, she is called a fighter.

The little girl's name is Shirley Chisholm. She was born in 1924 in Brooklyn, New York. Her parents were from Barbados, an island in the Caribbean Sea. Do you know where that is?

Shirley's mother did sewing for people and her father worked in a bakery. The family was very poor. Their apartment had no heat. Sometimes Shirley and her two sisters had to stay in bed just to keep warm in the winter. There was always a lot of love in Shirley's family. Their love for each other kept their hearts warm and feeling good.

Shirley's parents did not have enough money to take care of their children. One day Shirley's mother packed boxes with food and clothing. She took Shirley and her sisters to Barbados by boat. The boat trip took nine days. Shirley was just three years old.

Shirley, her sisters and her mother went to her grandmother's farm in Barbados. Shirley's mother stayed there with the children for six months. Then she went back to New York to work and save money. Shirley and her sisters did not get to see their mother and father again for seven long years.

Shirley loved the farm, and she loved her grandmother. The children had chores to do to help with the farmwork. They carried water. They fed the ducks and chickens. They gathered eggs. They took care of the sheep, goats and cows.

Life on Grandmother's farm was not all work. Sometimes the children went swimming in the blue Caribbean Sea. They played in the

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sand together and enjoyed each other's company. Shirley started school when she was four years old. By the time she was five years old she could read and write.

When Shirley was ten years old, she and her sisters returned to New York. The family was happy to be living together again. Shirley graduated from high school and went to college in New York. When she finished college she became the director of a nursery school. Later she was in charge of a child care center.

Shirley Chisholm loved children. She also liked to work with adults. She felt many people weren't being treated fairly and she wanted to change this. She decided to try to get elected to the state government. In this way, she could help make laws that would protect people's rights in her state. Shirley told the voters what she wanted to do and they elected her! She served in the state government for four years. Next, she decided to run for a higher government office. Shirley Chisholm became the first Black woman in the entire country to be elected to the House of Representatives. Now she would be able to help decide on laws for the entire country.

While Shirley was working to make new laws, she called herself "fighting Shirley Chisholm". How Shirley did fight! She fought for health care, child care and good housing. She fought for laws to help make people's lives better. She fought for equal rights for women, for Blacks and for other groups of people who are not being treated fairly.

In 1972, Shirley Chisholm tried to be elected President of the United States. She did not win this, but she showed people something. She showed people that you can be a successful fighter even if you grew up as a poor, Black girl with a speech impairment.

Shirley Chisholm is now teaching, speaking, and writing. She especially likes to talk to students. She says that America's future depends on our girls and boys. She hopes that the new leaders will be women and men of every color. Shirley Chisholm hopes that these new leaders will be fighters for equal rights for all people, too.

SHIRLEY CHISHOLM

Shirley Chisholm (November 30, 1924 -), the first Black woman to have her name placed in nomination for President at a major political party convention. She served in the U.S. House of Representatives and continues to work for better schools and better jobs.

LISTENING QUESTIONS

1. How does Shirley Chisholm "fight"?
2. What kind of work does Shirley do?
3. What does she fight for?

SUGGESTED ACTIVITIES

Discussion

1. After reading the Chisholm biography, have the students discuss leaders they know who are women. Who are they? What kinds of roles do they fill as leaders? What qualities do these women possess that make them leaders? Don't limit the discussion to elected leaders only. Consider the school principal, the president of the PTA, the head librarian, or school nurse, as well as other women in more political leadership roles.

2. Discuss an election. What does it mean to vote? Have the students hold an election with two candidates running for the same office (they can decide what the office will be). How are candidates chosen? Who gets to vote? Discuss the fact that many people, men and women, Black and white, worked hard to get voting rights for Black Americans and women. It was because of their work and the work of other women leaders that Shirley Chisholm was able to run for office. Help the class understand that Shirley Chisholm's candidacy for President was an important step toward the nomination of Geraldine Ferraro for Vice President in 1984.

Activities

1. Help your class learn about their state representatives. Have the class write a letter to their representative. Have them write about issues that they think are important. Have them ask the representative about the issues on which she/he is working.

2. Shirley Chisholm did not see her mother for seven years while she stayed at her grandmother's farm in Barbados. Ask your students if they have ever been apart from someone very special to them for such a long time. Ask them how they felt during that time. Have your students write a letter to someone very special in the lives that they have not seen for a long time.

3. Have your students write a story about Shirley Chisholm. Ask them to write about ways they are like Shirley. Ask them to write about ways they are different from her.

Name _____

DESIGN A CAMPAIGN POSTER

Pretend that you are Shirley Chisholm's campaign manager. You are to design a poster that will make people want to vote for your candidate. Under the poster, write three sentences about Ms. Chisholm. Try to use the following words from her biography:

leader **helped** **laws** **fighter** **future** **election**

_____

_____

_____

On another sheet of paper, design a campaign poster of yourself running for President of the United States. Who knows? Maybe one day you will be! Design your own campaign button too.

Name _____

Shirley Chisholm

1924 -

— the first black woman nominated for President of the United States —

MARCH FONG EU

(March 29, 1929 -)

by Nancy Dunn de Laval

When March Fong was a little girl, she knew she wanted to have an important job when she grew up. She didn't know what that job would be. Do you want to be someone important when you grow up?

One thing young March knew was that she wanted to help a lot of people. She wanted to help all the people in her community live better and happier lives. She wanted to be important! This young Chinese-American girl did not yet know how important she would be when she grew up.

In the 1870's, her grandparents left China and settled in San Francisco, California. Her parents owned a hand laundry business. There, in the back room of the small laundry, March Fong was born. She was born in the month of March. Do you think that's why her parents named her "March"?

The Fongs were a very close family. They loved and respected each other. March had a sister and two brothers. The small business was hardly able to provide enough food and clothes for her family. There was not enough money for March to do the many, many things she dreamed of doing. March was a very bright girl, and her mind was full of ideas of things to do!

When she became a teenager, March decided she wanted all the education she could possibly get. She knew education was important. It was especially important for Chinese-American girls. Without an education it would be hard for her to find a good job. March knew that getting a good education would be a big challenge. She loved challenges, though, and she was ready for this one!

March moved from her family's home to go to college. She had to look for a job to support herself while she was in college. She decided to study to become a dental hygienist. This work sounded important! A dental hygienist is someone who helps people have healthy teeth and mouths.

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March became a dental hygienist and really liked it. She was so good at her work that a school principal and the parents in Oakland, California asked her to be the dental health supervisor in their schools. Being a supervisor was an important job, she knew, so she took this job in the schools. She taught the children how to keep their teeth healthy.

March decided to do something to help improve the health programs. She went to Sacramento where the California state government offices are located. She persuaded the members of the State Legislature to give more money to her community. They saw how concerned March was and agreed to help her improve the health programs of the Oakland schools and the ethnic community.

March decided that she could help make more changes if she was part of the state government. She put her name on the ballot to represent the people of her area in the State Assembly. She made many, many speeches. Some people called her bad names because she was a Chinese-American woman. But March Fong simply lifted her head higher and let the bad names fly right under her chin!

She won the election! She won year after year—four times she campaigned and was elected to the Assembly of the State Legislature. Each time more and more people in her community voted for her. They knew she worked very hard. March worked on more than 400 laws to improve their community.

In 1973 she met Henry Eu, an art collector and businessman. They fell in love and were married. Now people called her March Fong Eu.

In 1974, her friends encouraged her to try to be Secretary of State instead of a member of the Assembly. The person elected to be Secretary of State in California helps the Governor do the state's business for all the people. If March were Secretary of State, her community would then be all the people of California. That's very important, she thought, and said "Okay!".

March Fong Eu travelled the length of California campaigning for the Office of Secretary of State. She won the election by a record-setting three million votes! Three times the people elected her to be

Secretary of State. She was the first woman and the first member of a minority group to be California's Secretary of State.

One large part of her job is getting more people to vote in California elections. To do this, she has been in many parades with signs telling people to register to vote. She has talked to people where they work and where they shop. She has been on radio and television shows talking about voting. In 1984, California had the largest number of registered voters in the history of the state.

So the young Chinese-American girl who wanted to have an important job made her wish come true!

MARCH FONG EU

March Fong Eu (March 29, 1929 -), the first Asian-American woman to become Secretary of State for one of our largest states, California.

LISTENING QUESTIONS

1. Why did her parents name her "March"?
2. What nationality were March Fong Eu's grandparents?
3. Why is March Fong Eu's job important?

SUGGESTED ACTIVITIES

Discussion

1. Have your students talk about an important job each one would like to do. List their choices on the chalkboard. Do their choices appear limited because of their sex? If so, discuss how women's roles are now expanding.

2. March Fong Eu was elected to be the Secretary of State in California. She is a community leader. What does it mean to be a leader? How does a person get to be a leader? Ask your students to describe times when they have acted as the leader of a group. What did they do in that postion? Did they enjoy it? What sort of group or activity would they like to be leader of someday?

Activities

1. The duties of March Fong Eu are described below. Have your students write to their Secretary of State, asking for specific information about her/his duties. Of particular interest might be questions concerning the votes cast in a recent election: "How many people from my neighborhood voted in the City Council election?" "How many votes did each candidate get?" "How many people in my neighborhood are registered as Democrats? As Independents? As Republicans? How many 'declined to state'?"

2. Have your students recall a time when they felt upset from being teased or insulted. Have them describe the incident, their feelings and whatever action they took in a short story. Do they wish they had responded differently? In what way? Why?

ADDITIONAL INFORMATION

Duties of the Secretary of State, Dr. March Fong Eu
Dr. Eu supervises over 300 employees who help her with the five major duties of her office. These duties are:

1. To make sure that all business corporations in California are properly set up for the protection of public interest. This responsibility includes registering trademarks of businesses, names of organizations, of farms, ranches and estates.

2. To make sure that political candidates running for public office obey all the state election laws. This means that people who want to be elected to public office must tell her about all of their campaign contributions and expenses. Dr. Eu also keeps a register of all the voters of California and records the results of each election that is held.

3. To make sure that when a business, such as a bank, loans money to someone to buy personal property, such as an automobile, a copy of the loan is kept on file in her office.

4. To make sure that enough notaries public are appointed to serve the business community and general public. A notary public is a person who is given official recognition to important papers, such as birth certificates. A notary public signs the papers with her signature and then stamps the papers with a state seal to make them official.

5. To make sure all city, county and state legal records are placed on permanent file in the State Archives so that people will have an organized record of California history. These records include all census data on families living in the state, their names and their dates of birth and death.

Name _____

MATCHING

Match the word with the correct definition. Write the number in the blank space.

1. ethnic group	_____	to say something (or do something) on purpose that hurts someone's feelings.
2. minority	_____	to put your name on an official record
3. community	_____	to make a choice on paper or by raising your hand
4. vote	_____	people who are alike in their language or ancestry
5. register	_____	a group of people living under the same government, or who have close ties to each other
6. insult	_____	a group which is less than ½ of the total group

CREATING AN ADVERTISEMENT

Pretend that you are March Fong Eu. You are having trouble getting people to register to vote. On another sheet of paper, write an advertisement that would make people want to register and then vote in the election. Draw a picture to go with your advertisement.

Name _____

March Fong Eu

1929 -

— the first woman elected to be Secretary of State in California —

CARMEN DELGADO VOTAW

(September 29, 1935 -)

by Cindy L. Wall

Do you like to read stories about people who live in different countries? Where would you like to go if you could travel anywhere you wanted? What would you like to do there? Would you like to be like Carmen Delgado Votaw and travel all over the world?

Carmen Delgado was born in Puerto Rico, a small island in the Carribean Sea. Do you know where that is? See if you can find it on a map. She says it is like a magical country. Different people from all parts of the world live there. Some of these people have come from Africa. Some have come from Spain. The native people, who have lived there for the longest time, are called the Taino. Each of these groups of people have their own stories, traditions and languages. It is all of these different ways of life that make Puerto Rico seem like a magical country to her.

Carmen grew up in a small town on the island of Puerto Rico. It was so small that everybody in her town knew each other. She read lots of books when she was young. She especially liked to read stories that told her about other countries and the people who lived in them. Her favorite book was *Heidi*, the story of a little girl who lived in Switzerland. Reading these stories made Carmen eager to explore new places in the world when she grew up.

When she married Gregory Votaw, her life as a traveller began. She has travelled to more than 50 different countries. Besides Puerto Rico, Carmen has lived in Iran. Now she lives in the United States, in Bethesda, Maryland, but she still travels all over the world. Think of all the different ways to live that she has seen! Learning about people of different countries has been very exciting for her.

Because of her work, Carmen has received awards from many different countries. In a world that is changing very fast, she has worked with many people to help them learn to protect their own rights. She has tried to help women of all races in many different ways. Equal pay for

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equal work, child care centers, health services, safety and fair laws: these are important issues for Carmen Votaw. She serves on many government committees, always doing the best she can for the people she represents. What she hopes for is equality and justice for all people.

Carmen is proud of many things. She is very proud of her Puerto Rican heritage. In Puerto Rico, people speak both English and Spanish. When she was very young, Carmen learned both languages. She is bilingual. She has written books in both Spanish and English. Her books help other people learn the importance of languages in understanding the stories of people's lives. She has received many awards for her work with Hispanic organizations and bilingual education.

Carmen said that Puerto Rico is a magical country because of the many different kinds of people who live there. Now that she has travelled all over the world, she has discovered that there are many magical countries. What's magical about the country you live in?

CARMEN DELGADO VOTAW

Carmen Delgado Votaw (September 29, 1935 -), born in Puerto Rico. She represents women at international conferences with a global perspective and is active in organizations for Puerto Rican women.

LISTENING QUESTIONS

1. Why does Carmen think of Puerto Rico as a magical country?
2. How many countries has Carmen travelled to?
3. How does Carmen help people?

SUGGESTED ACTIVITIES

Discussion

1. Why is it important for us to read and study about people who live in other countries? What do we have in common with people in other countries? In what ways are we different from people in other countries?

Activities

1. Have the students imagine that they have travelled to a different country and are representing the United States, like Carmen often does. Everyone at the meeting wants to know what life is like in the U.S. What would they say about life here? Have the students take turns being the U.S. representative and the others at the meeting, asking and answering questions.

2. Carmen says that sometimes she succeeds and sometimes she fails, but that she always keeps going. Have your students each write a few sentences telling what kind of advice they would give to someone who had just failed at something they had tried to do. Next, have them write advice to someone who had just succeeded. Which letter was easiest for them to write? Why?

ADDITIONAL INFORMATION

Carmen Delgado Votaw has served on numerous committees, for example:

1. National President of the National Conference of Puerto Rican Women, 1976-78.
2. President of the Washington, D.C. Chapter of Puerto Rican Women in 1975.
3. Forum of Hispanic National Organizations.
4. National Association of Hispanic Elected Officials.
5. Congressional Hispanic Caucus
6. National Council of La Raza.
7. National Mexican American Legal Defense and Education Fund.
8. Mexican American Women's National Association.
9. 1980 Mid Decade Conference on Women, Copenhagen, Denmark.
10. 1975 U.N. First World Conference on Women, Mexico City.
11. 1977 U.N. Economic Commission for Latin America conference on the Integration of Women in Development, Cuba.
12. Head of the U.S. delegations to 1978 and 1980 Inter American Commission Assemblies held in Washington and the Dominican Republic.
13. 15th President and first woman of Hispanic origin to serve as President of the Inter American Commission of Women of the Organization of American States, elected unanimously by the countries of the Hemisphere 1978-80.
14. U.S. representative to the Commission. She published in English and Spanish WOMEN'S RIGHTS IN THE UNITED STATES prepared in collaboration with the Justice Department Task Force on Sex Equity and the Civil Rights Commission.

Name _____

OFF WE GO!

Imagine that you can travel to any country on earth. Think for a minute and then answer the questions below.

1. I would go to _____

_____

2. I chose that country because _____

_____

3. If I can not speak their language, I will have to _____

_____

4. I will travel there by _____

_____

5. I want to ask the people about _____

_____

6. When I tell them about my country, I will _____

_____

7. The food there _____

_____

8. I will make friends by _____

_____

9. When I get home I will _____

_____

10. On the back of this paper, draw a picture of you on your trip.

Name _____

Carmen Delgado Votaw

1935 -

—a representative for women at international conferences all over the world —

CULMINATING LESSON

UNIT TEST

1. The unit test is a simple matching exercise. The student is to match the statements with the correct woman's picture, and circle the woman she/he most admired.
2. Distribute a copy to each student for completion.
3. Collect, grade and discuss the answers.

PERSONAL HISTORY BOOKLET

The booklet reinforces the connections between the student's own life and the lives of the women just studied. If at all possible, it should be completed at home with the help of the student's family.
1. Copymasters are included to be copied on both sides of one page for each student.
2. Each student is to select the woman she/he most admired for the cover picture of the booklet. The student may either draw the woman's portrait or paste on one of the images from the miniatures page.
3. On page two, the student is to write about why the particular woman was chosen.
4. Page three is a look to the future. It is the student's turn to write about her/himself as a renowned leader.
5. The back cover is a picture of the student in the role she/he has chosen.

PORTRAITS BOOKLET

1. Compile each student's coloring sheets into a booklet.
2. Have each student color a miniatures page to be used as the front cover for the booklet.

Name _____

Match the picture with a statement about the woman. Draw a line from each woman to the sentence that best describes her.

Shirley Chisholm

March Fong Eu

Helen Keller

A leader of the Paiute Nation.

A very popular speaker for all physically disabled people.

The first Black woman nominated for President of the United States.

A supporter of women's rights before the U.S. Constitution was written.

The first woman elected to be Secretary of State in California.

A representative for women at international conferences all over the

Carmen Delgado Votaw

Sarah Winnemucca

Abigail Adams

Answer the following questions by writing **yes** or **no.**

1. Anyone can be a leader. _____
2. Different kinds of groups need different kinds of leaders. _____
3. Leaders need help in making decisions. _____
4. Sometimes 1st graders are group leaders. _____
5. Many women have worked to make laws more fair for everyone.

On the back of this page write a letter to one of the women studied. Tell her what you like about what she did. Tell her how you see yourself as a leader.

MINIATURES PAGE

ABIGAIL ADAMS

SARAH WINNEMUCCA

HELEN KELLER

SHIRLEY CHISHOLM

MARCH FONG EU

CARMEN DELGADO VOTAW

My picture as a leader

PERSONAL HISTORY BOOKLET

MY FAVORITE LEADER

Name _____

Third Grade 19 ____

School _____

Teacher _____

_____

name of woman

is my favorite leader because:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I want to be the leader of:

_____

_____

When I am the leader
I will do these things:

_____

_____

_____

_____

_____

_____

_____

_____

_____

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*Available from the National Women's History Project. Send for the Resource Catalog, P.O. Box 3716, Santa Rosa, CA 95402

GENERAL RESOURCES

If you want to continue to explore women's history, we suggest that you consider the following general resources.

*FAMOUS AMERICAN WOMEN; A BIOGRAPHICAL DICTIONARY FROM COLONIAL TIMES TO THE PRESENT, Robert McHenry, editor. 1035 biographies. Arranged alphabetically, indexed by field. Each biographical sketch includes approximately 400 words. Grades 9-Adult.

*NOTABLE AMERICAN WOMEN: 1607-1950, Edward T. and Janet Wilson James, editors. A remarkable compilation, including the life stories of 1359 women, 3 volumes, grades 9-Adult.

*NOTABLE AMERICAN WOMEN: THE MODERN PERIOD, Barbara Sicherman and Carol Hurt Green, editors. Companion to the 3-volume Notable American Women, this resource includes life stories of 442 women who died between 1951 and 1975. Grades 9-Adult.

*CONTRIBUTIONS OF BLACK WOMEN TO AMERICA, Marianna W. Davis, editor. The works of American Black women over the past two hundred years are chronicled by topic and indexed by name in two volumes, photos. Grades 9-Adult.

*WITH SILK WINGS: ASIAN AMERICAN WOMEN AT WORK, Elaine Kim. Unique histories of 52 contemporary women of Chinese, Filipino, Japanese and Korean ancestry in 52 occupations. Photos of each. Grades 7-Adult.

*A HISTORY OF WOMEN IN AMERICA, Carol Hymowitz and Michaele Weissman. From European colonization to the contemporary U.S. women's movement. Needs to be supplemented by resources on Native American and Hispanic women. Grades 9-Adult.

*RECOMMENDED RESOURCE BIBLIOGRAPHY, 1982. National Women's History Project. Hundreds of items reviewed by Project staff with the best carefully annotated and listed by grade level. Grades 1-12.

MARVELOUS MISCELLANY

*WOMEN OF COURAGE, The Eclectic Company. Innovative 45 rpm records each tell the true-life story and sing a rousing song about the life of one American woman: Sybil Ludington, Harriet Tubman, Buffalo Calf Road Woman, Sally Ride, Gertrude Ederle or Susan B. Anthony. Early childhood-Grade 4.

*NATIONAL WOMEN'S HALL OF FAME COLORING BOOK, Carol Stallone, editor. Line drawings of 15 women from the National Women's Hall of Fame: Mother Seton, Juliette Low, Amelia Earhart, Babe Zaharias, Abigail Adams, Harriet Tubman, Helen Hayes, Clara Barton, Margaret Chase Smith, Helen Keller, Susan B. Anthony, Margaret Mead, Eleanor Roosevelt, Mary McLeod Bethune and Marian Anderson. Grades K-3.

*GREAT WOMEN BIOGRAPHICAL CARDS GAMES. Played like rummy or fish, each deck contains photographs and facts introducing 10 great women in U.S. history. There are three separate sets:

Game I. Foremothers: Susan B. Anthony, Mary Shadd Cary, The Grimke Sisters, Lucretia Mott, Ernestine Rose, Elizabeth Cady Stanton, Lucy Stone, Susette La Flesche Tibbles, Sojourner Truth and Harriet Tubman.

Game II. Founders and Firsts: Clara Barton, Mary McLeod Bethune, Elizabeth Blackwell, Nellie Bly, Antoinette Brown, Amelia Earhart, Emma Goldman, Belva Lockwood, Mary Lyons and Margaret Sanger.

Game III. Poets and Writers: Louisa May Alcott, Emily Dickinson, Margaret Fuller, Charlotte Perkins Gilman, Frances E.W. Harper, Julia Ward Howe, Sarah Orme Jewett, Emma Lazarus, Harriet Beecher Stowe and Phillis Wheatly.
Grades 3-Adult.

OTHER GOOD RESOURCES. Write and ask for catalogs from:

Asian American Materials Catalog, from Japanese American Curriculum Project, 414 East 3rd Ave., P.O. Box 367, San Mateo, CA 94401 (414) 343-9408.

Information Systems Development, Martha Cotera. 1100 East 8th St., Austin, TX 78702 (512) 477-1604. Specializes in Hispanic Women.

Jewish Women's Resource Center, 9 East 69th, New York, NY 10021 (215) 535-5900.

National Archives for Black Women in History· Comprehensive collection of materials about black women throughout U.S. history, travelling exhibits, brochures, booklets, posters and video programs. 1318 Vermont Ave. N.W., Washington, D.C. 20005 (202) 332-9201.

OHOYO Resource Center, 2301 Midwestern Parkway, Ste. 214, Wichita Falls, TX 76308 (817) 692-3841. Specializes in Native American and Alaskan Native Women.

ORAL HISTORY RESOURCES

*WHO DO YOU THINK YOU ARE? Westminster Press, grades 5-12. From your own name and birthdate you are led back to earlier branches of your family tree. Interview, conduct research and chart information. Special advice about searching for Black or Native American ancestors.

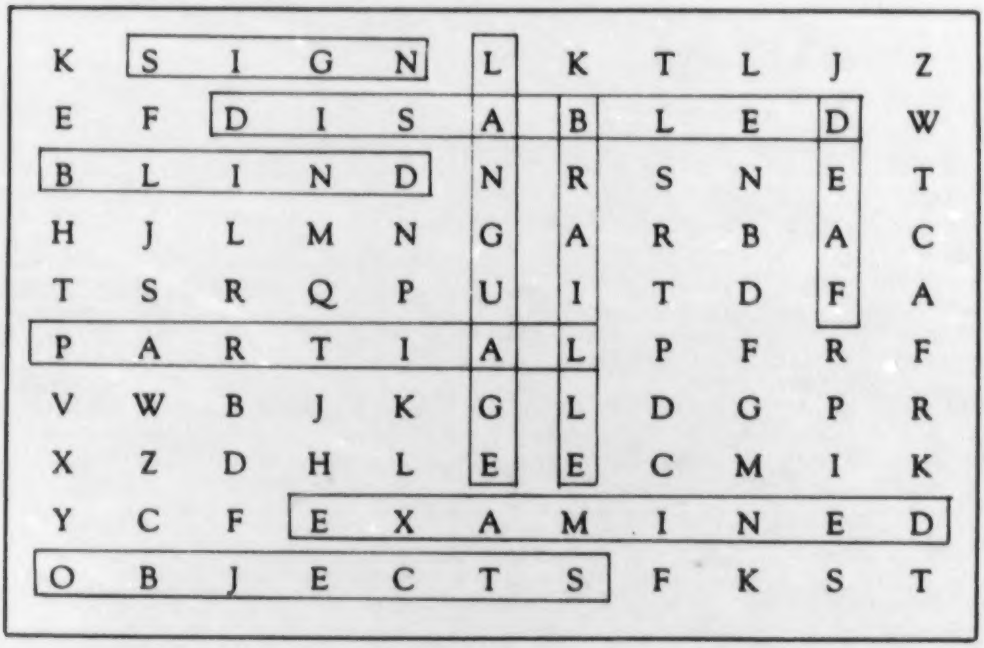
*PORTRAITS OF OUR MOTHERS, Grades 4-12. Describes in thorough detail how teachers and students used oral history to learn about women in their families and community. Student projects culminated in a city-wide celebration of National Women's History Week.

*A GRANDPARENT'S BOOK: THOUGHTS, MEMORIES AND HOPES FOR A GRANDCHILD, James Wagen Voord. Beautifully designed workbook format. A comprehensive series of questions are raised to stimulate and record remembrances of the life of a grandparent, or other adult significant in a child's life.

*Available from the National Women's History Project. Send for the Resource Catalog, P.O. Box 3716, Santa Rosa, CA 95402

HELEN KELLER

STUDENT WORKSHEET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NATIONAL WOMEN'S HISTORY PROJECT RESOURCES

CLASSROOM UNITS

Specially designed in accordance with social studies guidelines, these units each include six biographies and illustrations of women representing the five major ethnic groups and disabled women: Also included are a mixture of classroom and individual activities, language and math exercises and personal history booklets.

MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN includes biographies and activities about the lives of Queen Liliuokalani, Sojourner Truth, Sonia Manzano, Maria Tallchief, Amelia Earhart and Harriet Tubman.

WOMEN AT WORK, HOME AND SCHOOL: FIRST GRADE includes biographies and activities about the lives of Mary McLeod Bethune, Nancy Lopez, Chien-Shiung Wu, Susan La Flesche, Rachel Carson and Dorothea Lange.

WOMEN AS MEMBERS OF GROUPS: SECOND GRADE includes biographies and activities about the lives of Rosa Parks, Dolores Huerta, Annie Wauneka, Shirley Cachola, Elizabeth Cady Stanton and Elizabeth Blackwell.

OTHER RESOURCES

WOMEN'S HISTORY CURRICULUM GUIDE Ideal starting point for educators unfamiliar with the history of women in the United States. Designed for elementary and secondary use, this cross-cultural guide is packed with introductory information and suggestions to help develop classroom activities, puppets/paper dolls, research and discussion questions, as well as recommended supplementary print and non-print resources.

NATIONAL WOMEN'S HISTORY WEEK PROJECT LESSON PLAN SETS 1776, 1849, 1920. What were the women doing during the decades before and after these watershed periods in U.S. history? This color coded set provides interesting activity ideas, comprehensive multi-cultural chronologies, and recommended, directly related, print, audio and visual resources for both elementary and secondary classes, in annotated bibliographies.

WOMEN'S HISTORY ESSAY CONTEST GUIDE School essay contests are a tremendously successful way to promote the serious consideration of the lives of women. They also provide a marvelous vehicle for school/community integration in program initiation and cooperation. Includes sample letters to send, press releases, forms and certificates, keyed to an effective timeline.

ELEANOR ROOSEVELT KIT In honor of the Eleanor Roosevelt Centennial, we offer this set of materials designed to assist elementary students in discovering the contribution of Eleanor Roosevelt to our country and to the world. Kit Contents: 11" x 17" poster of Eleanor Roosevelt, 2 page biography, language arts activities, crossword puzzle, recommended resources, suggested activities, teacher's pages.

HARRIET TUBMAN GAME AND STUDY SET Explore the daring life of Harriet Tubman who led slaves North to their freedom along the "Underground Railroad". Includes a 20" x 26" black line game board (suitable for coloring and laminating) of her route, 2 page biography, discussion questions, song sheet, activity suggestions and bibliography of related sources.

QUILTING AS A TRADITION WOMAN'S ART FORM: A KIT Complete materials for a very interesting, informative unit on quilting as a traditional women's art form.

An extensive catalog of other women's history resources for classroom use is available from:

The National Women's History Project
P.O. Box 3716
Santa Rosa, CA 95402
(707) 526-5974

This unit is representative of the many types of curriculum materials developed by the National Women's History Project for use at all grade levels. Our Project exists solely to promote a multi-cultural awareness of women's history in schools and communities nationwide. We are delighted with the public response to our efforts.

"National Women's History Week", originated by members of this Project, has become a regular feature on school, workplace and community calendars. Many cities and several states have begun to celebrate March as "Women's History Month", the next logical step for this observance.

The Women's History Network, coordinated out of our office, includes hundreds of individual and group participants working together across the country to write women back into history. A quarterly newsletter keeps current information in circulation; directories make each participant accessible to the others.

The Women's History Resource Service, also operating from the Project office, has been expanding rapidly since its inception in 1983. Through its Resource Catalog a plethora of classroom materials—books, records, games and more!—are available by mail order.

Throughout the year the four of us present information to groups outside our home state of California, at history and curriculum conferences, workplace organizing meetings and teacher in-service training sessions. Our annual June training session in California draws educator and community activists from around the nation.

Continuous expansion of our Resource Service is a necessary part of our plan for financial self-sufficiency. We are a non-profit, educational corporation; your donations above the price of the items ordered are tax deductible, and will greatly facilitate our organizing work.

It is our hope that the services and materials we offer will be a useful resource and support for your efforts to write women back into history.

The National Women's History Project staff

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